

Pocatello District #025

Bannock County

3115 Pole Line Rd, Pocatello, ID 83204

Phone: (208) 232-3563 Fax: (208) 235-3280

Linda Powell, Superintendent

District Characteristics 2001-02

Fall Enrollment	12,370	Special Education:	
Average Daily Attendance.....	11,577	Special Education Students.....	1,614
State Ranking Per ADA.....	3	Gifted and Talented Students.....	546
Number of Schools (sites):		Number of LEP Students**.....	62
Elementary.....	17	National School Lunch Program:	
Secondary.....	11	Average Daily Participation.....	6,160
Number of Accredited Schools:		Free and Reduced Meals.....	4,629
Approved.....	16	Lunch Price - Elementary.....	\$1.60
Approved with Merit.....	5	Lunch Price - Secondary.....	\$1.70
Approved with Warning.....	0	Pupil Transportation Program:	
Not Approved.....	0	Average Daily Ridership 2000-01	4,270
High School Diplomas Regular.....	843	District Owned Operation	
Other Completions*	0		

* Certificates of Completion issued by the district

** Limited English Proficient (LEP)

Superintendent's Highlights

The District continued focusing on increasing student achievement during the 2001-2002 school year. Principals and teachers went through leadership training that focused on standards-based teaching, active student participation, differentiation, and literacy. The District created a "K-12 Writing Handbook" to bring consistency to the District's writing curriculum.

The District expanded its use of Compass Learning software to its middle schools. All of the District's elementary schools also use the software. The software is being aligned with the Idaho Measures of Academic Progress. The software allows teachers to quickly determine a student's strengths and weaknesses. This year the District's middle schools began using the software in math. Plans are in place to use the software next year to help middle school students improve their reading skills.

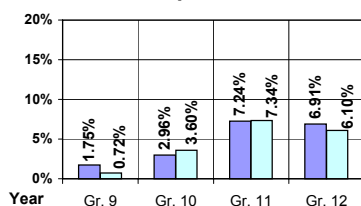
This year two of the District's elementary schools, one junior high school, and one high school achieved "merit status" for their accreditation ratings. One high school obtained "exemplary status" according to Northwest Accreditation Standards.

Student Profiles

Ethnicity

Race	Male	Female	Total
White	45.11%	41.04%	86.15%
Black	0.53%	0.57%	1.10%
Hispanic	3.37%	2.96%	6.33%
Nat. Amer.	2.36%	2.39%	4.75%
Asian	0.85%	0.82%	1.67%
Total	52.22%	47.78%	100.00%

Dropouts



Year	Gr. 9	Gr. 10	Gr. 11	Gr. 12
00-01	17	30	76	72
01-02	7	34	73	58

Progress Towards Meeting District Goals

2001-02 Goals

Progress

Increase Student Achievement:

All schools in the District implemented school improvement plans aimed at improving student test scores in the areas of reading, writing and math. The school improvement plans included a six weeks goals setting process. Elementary schools set goals in reading by grade level and secondary schools set goals by department in writing and math.

Increase Parental Involvement:

The school district worked to increase parental involvement during the 2001-2002 school year by instituting a student/parent/teacher agreement for students in grades K-8. The District's "Partnership for Learning" agreement outlines what is expected by each member of the educational family in order to ensure student success. During the 2002-2003 school year, the agreement will also be used in the District's high schools.

Improve Communication:

A district-wide communication plan was created and presented to the Board of Trustees. The plan features four focus areas: Internal Communications, Community Relations/Engagement, Media Relations and Marketing. The plan focuses on the use of two-way communication techniques to build trust and create new lines of communication. The District also expanded its Leadership Team to provide the District with additional feedback regarding its strategic planning.

Balance the Budget:

The District worked to bring its staffing in line with state funding through attrition. The Superintendent created a Budget Advisory Committee made up of employees and community members to study the budget and come up with ideas for reducing it. The District hired an energy conservation manager to come up with ways to reduce its energy costs.

Financial Information 2001-02

	M & O Fund	%	All Funds	%
Revenues:				
Local Taxes	\$10,721,326	17.88%	\$15,258,483	19.79%
Other Sources	1,420,174	2.37%	4,530,891	5.88%
State	47,659,395	79.49%	49,717,665	64.49%
Federal	156,546	0.26%	7,586,314	9.84%
Total	\$59,957,441	100.00%	\$77,093,353	100.00%

Supplemental Information

Property Tax Replacement.....	\$1,932,256
Lottery Revenues.....	\$387,630
Technology Grant.....	\$416,190

Expenditures:	Total	%	ADA	Rank
M & O Instruction	\$38,101,523	63.86%		
M & O Support Services	21,529,728	36.09%		
M & O Other	29,892	0.05%		
Total M & O	\$59,661,143	100.00%	\$5,153	94
Total All Funds	\$77,688,162	100.00%	\$6,711	92

Tax Levies 9-1-2001

	Total	Per ADA	Rank
Property Market Values	\$1,889,257,154	\$163,191	91
Total General M & O Levies	0.003057761		14
Total District Levies	0.007706704		19

Staff Data 2001-02

District Personnel:

	FTE	ADA To FTE
Elementary Teachers	323.50	19
Secondary Teachers	309.10	18
Administrators	47.30	245
Other Certified Staff	64.30	180
Total Certified Staff	744.20	16
Total Non-Certified Staff	393.40	29

Teachers Salaries:

	Rank
Beginning Salary on Schedule	\$25,000
Highest Salary on Schedule	\$50,973
Average Elementary Teacher's Salary	\$43,950 5
Average Secondary Teacher's Salary	\$42,454 3
Superintendent's Salary	\$97,500 11

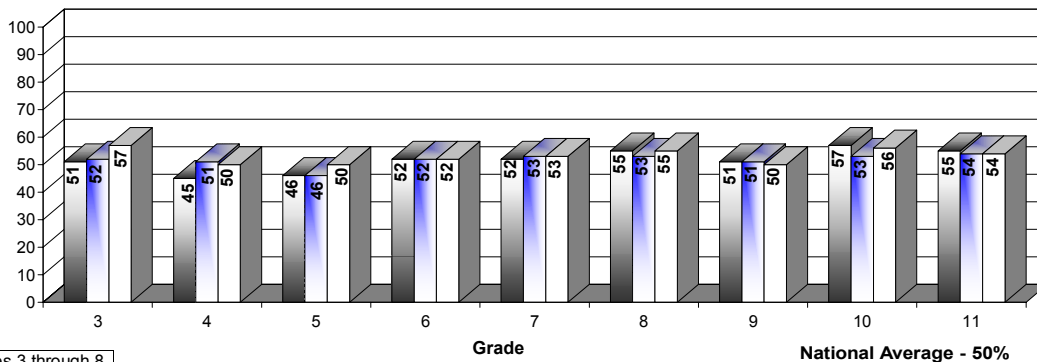
Note: Rank represents how this district compares to the other 113 public school districts in the State of Idaho; high to low (1 being the highest).



Testing Information 2001-02

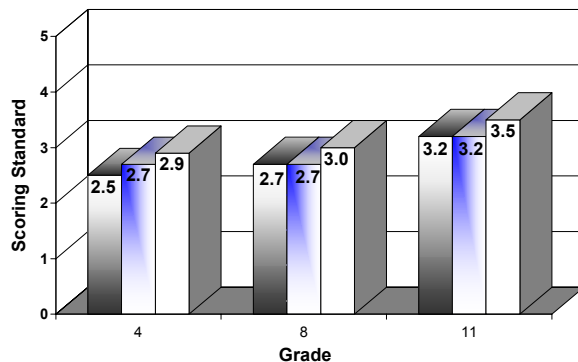
Standard Testing Results ITBS and TAP

■ 1999-00 School Year ■ 2000-01 School Year □ 2001-02 School Year

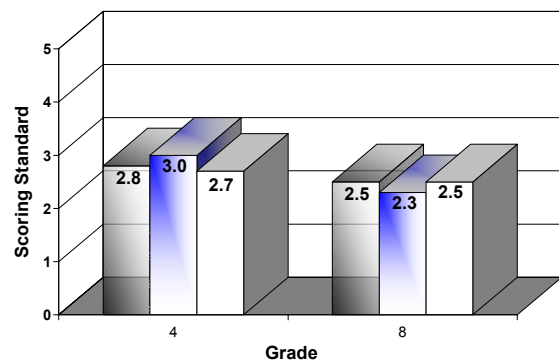


ITBS - Grades 3 through 8
TAP - Grades 9 through 11

Direct Writing Assessment



Direct Math Assessment



■ 1999-00 School Year ■ 2000-01 School Year □ 2001-02 School Year

Scoring Standard: 5 = Advanced, 4 = Proficient, 3 = Satisfactory, 2 = Developing, 1 = Minimal